



Functional Assessment

of Behavioral and Social Supports (2nd Ed.)

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Child's Name:

Child's Date of Birth:

Child's Age:

Parent's Name:

Program/Classroom:

Lead Teacher:

Assessment Team

Members:

Summary of Priority Skills for Intervention

Assessment Date:

Skill Area	1	2	3	4	5	6	7	8	9	10	11	12
Classroom Rules												
Work Skills												
Communication Skills												
Social/Behavioral Skills												
Self Management Skills												

Classroom Rules

Priority?		Yes					Description of Adult or Classroom Supports	Inconsistent					Description of Adult Support/ Nature of Inconsistency	Emerging					Not Present
		I	V	M	P	O*		V	M	P	O*	V		M	P	O*	Description of Adult or Classroom Supports		
<input type="radio"/>	1. Walks rather than runs indoors																		
<input type="radio"/>	2. Waits quietly in line																		
<input type="radio"/>	3. Sits or waits appropriately																		
<input type="radio"/>	4. Complies with simple directions provided to a group																		
<input type="radio"/>	5. Makes transitions from one activity to another; minimal assistance																		
<input type="radio"/>	6. Uses appropriate behavior to get teacher attention when needed																		
<input type="radio"/>	7. Replaces material; cleans up own activity area																		
<input type="radio"/>	8. Stays in one place for activities																		
<input type="radio"/>	9. Stays with group outside classroom																		

Patterns of Support:

I: Can Perform Skill Independently

V: Needs Verbal Prompt/Guidance

M: Needs Model Prompt/Guidance (peer or adult)

P: Needs Physical Prompt/Guidance

***Other Prompt:** Please indicate other prompts used in Description Column (i.e. pictures, gestures)

Work Skills

Priority?		Yes					Description of Adult or Classroom Supports	Inconsistent					Description of Adult Support/ Nature of Inconsistency	Emerging					Not Present
		I	V	M	P	O*		V	M	P	O*	V		M	P	O*	Description of Adult or Classroom Supports		
<input type="radio"/>	1. Refrains from disturbing the activity of others																		
<input type="radio"/>	2. Stops activity when given the direction to stop																		
<input type="radio"/>	3. Works independently on developmentally appropriate material																		
<input type="radio"/>	4. Completes task when given developmentally appropriate material																		
<input type="radio"/>	5. Follows simple directions related to tasks																		
<input type="radio"/>	6. Engages in developmentally appropriate activities for 1-3-5-10-15 minutes																		
<input type="radio"/>	7. Waits until directions are given to begin activity																		

Patterns of Support:

I: Can Perform Skill Independently

V: Needs Verbal Prompt/Guidance

M: Needs Model Prompt/Guidance (peer or adult)

P: Needs Physical Prompt/Guidance

***Other Prompt:** Please indicate other prompts used in Description Column (i.e. pictures, gestures)

Communication Skills

Priority?		Yes					Description of Adult or Classroom Supports	Inconsistent					Description of Adult Support/ Nature of Inconsistency	Emerging					Not Present
		I	V	M	P	O*		V	M	P	O*	V		M	P	O*	Description of Adult or Classroom Supports		
<input type="radio"/>	1. Comes to adult when signaled																		
<input type="radio"/>	2. Communicates own needs and preferences																		
<input type="radio"/>	3. Answers questions about self, family, address, age, birth date, parent's name.																		
<input type="radio"/>	4. Attends to peer or adult who is talking to a group																		

Patterns of Support:

I: Can Perform Skill Independently

V: Needs Verbal Prompt/Guidance

M: Needs Model Prompt/Guidance (peer or adult)

P: Needs Physical Prompt/Guidance

*Other Prompt: Please indicate other prompts used in Description Column (i.e. pictures, gestures)

Social/Behavioral Rules

Priority?		Yes					Description of Adult or Classroom Supports	Inconsistent					Description of Adult Support/ Nature of Inconsistency	Emerging					Not Present
		I	V	M	P	O*		V	M	P	O*	V		M	P	O*	Description of Adult or Classroom Supports		
<input type="radio"/>	1. Responds positively to social recognition and reinforcement																		
<input type="radio"/>	2. Modifies behavior when asked																		
<input type="radio"/>	3. Follows school rules																		
<input type="radio"/>	4. Separates from parents and accepts school personnel																		
<input type="radio"/>	5. Interacts cooperatively with others																		
<input type="radio"/>	6. Respects others and their property																		
<input type="radio"/>	7. Expresses emotions and feeling appropriately																		
<input type="radio"/>	8. Exhibits self-control regarding aggressive behavior toward self and others																		
<input type="radio"/>	9. Defends self appropriately																		
<input type="radio"/>	10. Is willing to try new activities and skills																		
<input type="radio"/>	11. Waits and takes turns & shares																		
<input type="radio"/>	12. Uses imitative behavior appropriately																		

Patterns of Support:

I: Can Perform Skill Independently

V: Needs Verbal Prompt/Guidance

M: Needs Model Prompt/Guidance (peer or adult)

P: Needs Physical Prompt/Guidance

***Other Prompt:** Please indicate other prompts used in Description Column (i.e. pictures, gestures)

Self Management Skills

Priority?		Yes					Description of Adult or Classroom Supports	Inconsistent					Description of Adult Support/ Nature of Inconsistency	Emerging					Not Present
		I	V	M	P	O*		V	M	P	O*	V		M	P	O*	Description of Adult or Classroom Supports		
<input type="radio"/>	1. Eats lunch or snack with minimal assistance																		
<input type="radio"/>	2. Is aware of/attends to appearance i.e. keeps nose clean, adjusts clothing																		
<input type="radio"/>	3. Locates and uses restroom																		
<input type="radio"/>	4. Cares for bathroom needs																		
<input type="radio"/>	5. Puts on/takes off outer clothing with minimal assistance																		
<input type="radio"/>	6. Makes transition between classroom and transportation with minimal assistance																		
<input type="radio"/>	7. Seeks out adult if hurt or cannot handle social situations																		
<input type="radio"/>	8. Is aware of obvious dangers and avoids them																		
<input type="radio"/>	9. Locates own possessions and returns them to appropriate place																		

Patterns of Support:

I: Can Perform Skill Independently

V: Needs Verbal Prompt/Guidance

M: Needs Model Prompt/Guidance (peer or adult)

P: Needs Physical Prompt/Guidance

***Other Prompt:** Please indicate other prompts used in Description Column (i.e. pictures, gestures)

Overall Comments and Recommendations:



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Contact Information